

**Texas Education Agency
Standard Application System (SAS)**



COPY

2018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID Place date stamp here <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 30 PM 1:56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019		
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
<u>Schedule #1—General Information</u>			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Birdville ISD		220902	
Vendor ID #	ESC Region #	DUNS #	
1-75-6000193	11	078562550	
Mailing address		City	State ZIP Code
6117 East Belknap Street		Haltom City	TX 76117
Primary Contact			
First name	M.I.	Last name	Title
Adrienne	N	Walker	Coordinator
Telephone #	Email address		FAX #
817-547-5751	adrienne.walker@birdvilleschools.net		817-547-5774
Secondary Contact			
First name	M.I.	Last name	Title
Bradley	K	Berry	Project Coordinator
Telephone #	Email address		FAX #
817-547-5761	bradley.berry@birdvilleschools.net		817-547-5774
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Elizabeth	A	Clark	Associate Superintendent
Telephone #	Email address		FAX #
817-547-5727	elizabeth.clark@birdvilleschools.net		817-547-5774
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

04/16/2018

701-18-111-040

Schedule #1—General Information

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)	
County-district number or vendor ID: 220902	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 220902

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	N/A	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 220902			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview: Birdville ISD is applying for the 2018-2019 21st CCLC Cycle 10 Year 1 grant to provide extended learning opportunities for students attending high need, low socioeconomic campuses. This grant will allow for before school, after school, summer, and family learning programs for students with demonstrated need. Among the ten campuses listed in this application, free and reduced lunch rates range from 59% to 85.7%, and four of these campuses are TEA 2017-2018 Focus Schools. The proposed ACE program will serve over 900 students and 500 parents across ten campuses. Birdville ISD emphasizes targeted literacy instruction, and the ACE program will serve to support these efforts through hands-on learning opportunities in the afterschool setting.

Budget: The proposed BISD ACE budget meets all criteria for limits on grantee, center, and student level costs, as well as program and administrative limits. BISD's fiscally conservative plan proposes a budget of approximately \$701 per student and \$67,170 for center-level costs.

Demographics: Birdville ISD is located in northeast Tarrant County and serves over 23,500 students in 21 elementary schools, seven middle schools, and four high schools. This proposed ACE program will serve four elementary schools, five middle schools, and one high school, all of which are eligible for Title 1 services under ESEA/ESSA. The communities of Haltom City, Richland Hills, Watauga, and North Richland Hills will be positively impacted through the BISD ACE program on these ten campuses. Student participants will be identified and recruited through a specific list of eligibility criteria, beginning with Tier II or III status in reading and/or math.

Needs assessment: BISD ACE conducts a two-step needs assessment process. The first step is for eligible schools to complete an internal application, with an opportunity to share evidence of community support for a proposed ACE program. Once the schools have been selected, a community needs assessment is sent to campus and community stakeholders, inquiring about their desired needs in the areas of academic, enrichment, college/workforce readiness, and family activities, in addition to general questions about a need for the program as well as its perceived value for that campus community. This process is repeated each year to inform the campus and grantee-level logic models and inform the direction of programming activity options.

Management plan: Birdville ISD ACE is a current Cycle 9 grantee and in recent years has been awarded 21st CLCC Cycles 6 and 7. Through nine years of consistent, consecutive programming, BISD has refined systems and experienced leadership, with veteran site coordinators and grant leadership. Clearly determined procedures and program structure have been communicated to all grant staff and recorded in handbooks for all levels of program.

Evaluation: In addition to the use of Skyward grade reporting, RTI Tier information, and district benchmarks (quantitative data) as well as stakeholder surveys and focus groups (qualitative data), BISD ACE will use the TX21st system daily to input and evaluate program data. Internal monitoring will be conducted by the Project Director and Site Coordinators. External evaluation services will be provided by an independent contractor with experience in school leadership and program evaluation, including 21st CCLC programs.

Addressing statutory requirements: All statutory requirements are fully addressed, including information on determining need, the proposed partnership with the Community Enrichment Center, the impact of the proposed BISD ACE program, Texas and BISD ACE best practices, an overview of program activities, communication methods, the transportation safety plan, volunteers, program sustainability, and coordination of federal, state, and local programs.

Addressing TEA requirements: Detailed center-level information is provided for all ten proposed sites in requirement one. BISD ACE's proposed management, center operations, and budget plan information is reported in requirement two, including information on staff training and support, an overview of the proposed schedule of operations, and a cost break down by grantee, center, and student levels. Requirement three discusses detailed information regarding the aforementioned program evaluation, including both internal and external evaluations.

Ongoing commitment: Birdville ISD believes in providing extended learning opportunities to its students but a limited budget can make this difficult to implement. Through the granting of Cycle 10 funding, Birdville ISD ACE will be able to fulfill the grant goals of academic enrichment, parent and family support, and building college and workforce readiness in its students and their families. Through the life of the grant, partnerships will be sought through means such as the Community Advisory Committee and by working with the district's Coordinator for Community Engagement on the development of partnerships with local businesses, non-profits, and faith-based organizations to provide services identified by campuses as impactful and necessary for the success of their students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 220902				Amendment # (for amendments only):	
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019				Fund code/shared services arrangement code: 265/352	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,260,280	\$24,550	\$1,284,830
Schedule #8	Professional and Contracted Services (6200)	6200	\$45,000	\$20,000	\$65,000
Schedule #9	Supplies and Materials (6300)	6300	\$85,720	\$0	\$85,720
Schedule #10	Other Operating Costs (6400)	6400	\$34,000	\$0	\$34,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,425,000	\$44,550	\$1,469,550
2.03% indirect costs (see note):			N/A	\$30,450	\$30,450
Grand total of budgeted costs (add all entries in each column):			\$1,425,000	\$75,000	\$1,500,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		N/A	N/A	N/A
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,500,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$75,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 220902		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)	1		\$66,586
5 Site coordinator (required)	10		\$546,126
6 Family engagement specialist (required)	1		\$37,436
7 Secretary/administrative assistant	1		\$19,256
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Grant Manager (20% charged to grant)		1	\$22,100
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$691,504
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112 Substitute pay			\$0
24 6119 Professional staff extra-duty pay			\$266,000
25 6121 Support staff extra-duty pay			\$200,000
26 6140 Employee benefits			\$127,325
27	Subtotal substitute, extra-duty, benefits costs		\$593,325
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$1,284,829

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 220902		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External Evaluator	\$20,000
2	Science and Family Enrichment activities include Cathy's Critters and Mad Science, who provide hands-on science education programming. These resources are used during student and family programming. These activities have proven to draw in parents who want to share a unique educational experience with their children and may not otherwise attend a parent or family event.	\$2,500
3	Mentoring and social/emotional learning activities include several local organizations such as Girls, Inc. who focus on character building, leadership, and making positive choices when faced with peer pressure. BISD ACE serves many students from single-parent or struggling households who need an attentive adult who will consistently be there to teach them life skills.	\$2,500
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$25,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$40,000
(Sum of lines a, b, and c) Grand total		\$65,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$85,721
Grand total:		\$85,721

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$0
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$25,000
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$25,000
	Remaining 6400—Other operating costs that do not require specific approval:	\$9,000
Grand total:		\$34,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 220902			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	N/A
66XX—Computing Devices, capitalized				
2	N/A	N/A	N/A	N/A
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	N/A	N/A	N/A	N/A
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19	N/A	N/A	N/A	N/A
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	N/A			N/A
Grand total:				N/A

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Master's degree in education, business, or management preferred; strong organizational and management skills; supervisory experience with demonstrated competence in program implementation, monitoring, management, and reporting; experience with fiscal management.
2.	Site Coordinator(s)	Bachelor's degree in education or related field; supervisory experience preferred; ability to maintain positive working relationships with stakeholders and frontline staff; strong organizational, communication, and computer skills; experience in supervision and working in a school setting.
3.	Family Engagement Specialist	Strong communication skills; bilingual preferred; must be familiar with the community and support agencies; must be adaptable to meet unique needs of families, including flexible hours; experience working with families of diverse cultures and economic backgrounds.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Academics: Improve student grades by at least one point in English/Language Arts/Reading	1. Identify students in need of academic assistance	08/01/2018	02/01/2019
		2. Recruit qualified instructors	08/01/2018	02/01/2019
		3. Academic staff trained in literacy curriculum	08/01/2018	02/01/2019
		4. Students attend academic classes daily	08/27/2018	05/24/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	05/31/2019
2.	Attendance: Improve student school day attendance by a percentage point	1. Identify students who struggle with attendance	08/01/2018	02/01/2019
		2. Enroll students in high-interest afterschool classes	08/29/2018	02/01/2019
		3. Students attend classes daily	08/29/2018	05/24/2019
		4. Student school day attendance data is gathered	10/01/2018	06/13/2019
		5. Attendance data is analyzed by SC/PD	10/01/2018	06/13/2018
3.	Behavior: 95% of regular participants will have no discipline referrals	1. Identify students in need of behavior improvement	08/01/2018	05/24/2019
		2. Train instructors in behavior management	08/08/2018	05/24/2019
		3. Enroll students in high-interest afterschool classes	08/27/2018	02/01/2019
		4. Students attend classes daily	08/27/2018	05/24/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	06/13/2019
4.	Promotion: 95% of student participants will promote to the next grade level	1. Identify and enroll students on RTI Tiers 2 and 3	08/01/2018	02/01/2019
		2. Enroll students in high-interest afterschool classes	08/27/2018	02/01/2019
		3. Students attend classes daily	08/27/2018	05/24/2019
		4. SC monitors student progress in school day classes	09/10/2018	05/31/2019
		5. Year-end data is gathered and analyzed by SC/PD	06/10/2019	06/27/2019
5.	Graduation: All program participants will be exposed to C/W activities	1. Recruit instructors to lead college/workforce classes	08/01/2018	02/01/2019
		2. Determine appropriate curriculum for C/W classes	08/01/2018	02/01/2019
		3. Enroll students in high-interest C/W classes	08/27/2018	02/01/2019
		4. Students attend classes	08/27/2018	05/24/2019
		5. Data is gathered and analyzed by SC/PD	10/01/2018	06/13/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Birdville ISD conducted a two-step needs assessment in preparation for the Cycle 10 RFA. The first step involved a survey of the administrators on each eligible campus within the district. Data gathered through these surveys included a **statement of need** specific to the campus and how this need will be addressed through grant funding; **Campus Improvement Plan** goals that would be addressed through the 21st CCLC ACE program; and any current extended learning opportunities offered on campus in order to avoid supplantation of services. Additionally, feedback from the community such as parent letters of support were encouraged. These internal applications were gathered and presented to district leadership, who narrowed the field to an appropriate number of campuses. The surveys of the schools selected for inclusion on the grant application showed high need in the areas of academic support and enrichment, as well as character development, and were able to associate goals of the program with their Campus Improvement Plans. Some examples of demonstrated need included character development, an opportunity to develop passions and talents beyond the core curriculum, advancing student achievement, providing different learning experiences, increase the daily attendance rate, increase parent engagement, and building community relationships.

After the selection of the ten campuses, the school communities were surveyed. Targeted recipients included teachers, administrators, students, parents, and community members at large. Survey recipients were asked to rate their level of interest in areas such as after school programs as a whole, usefulness of an afterschool program, support for increasing after school program opportunities, safety in after school, and alignment between the school day and extended learning opportunities in after school.

- 79% believe that after school programs will benefit the school
- 79.2% would like to see enrichment programs extend the learning of students into the real world
- 78.4% would like to see the school become a center for community activities that reinforce learning
- 76.9% feel that having a safe place where students go to learn before school, after school, on weekends, and during summer is important
- 70.2% see a need for the school to offer extended learning programs and link the regular school day to these programs

These results demonstrate that BISD staff members, students, parents, and community members place great value in extended learning opportunities. Additional survey questions included specific ways the ACE program should address the areas of academic assistance, enrichment, parent engagement, and college/workforce readiness. Results from these surveys were compiled, analyzed, and used to complete the RFA, as well as design the proposed program. Survey results indicate that the needs expressed by the school stakeholders are in alignment with the 21st CCLC program and the Campus and District Improvement Plans. According to survey results, there is a high need for:

Academics: homework assistance, academic skills development, academic student clubs, and educational field trips.

Enrichment: Arts and crafts, character building, and community service projects

Parents: Adult Education, college awareness, college financial aid, family literacy programs, and financial education

College/Workforce Readiness: College financial aid, career fairs, entrance exam prep, and college/career goal setting

The results of both of these surveys will be used to inform the direction of the program. Fortunately, though the needs of the schools are numerous, stakeholders from all backgrounds agree about foundational items that will lay the groundwork to establish the program. Starting with these main objectives, the program will be established in a way that immediately addresses the needs in these areas but has the flexibility to incorporate more areas of emphasis as the program matures. Utilizing Texas ACE-provided materials such as the **Needs and Assets Inventory** and the **Strategy Development Worksheet** will provide even greater focus when orchestrating the BISD ACE program. These tools will allow BISD ACE to identify strong community partners with a similar focus, as well as shine light on the areas of partner and resource deficiency. Current resources that have been identified include the **Community Enrichment Center**, the **Tarrant Area Food Bank**, community resources (**local fire departments, police departments, and libraries**), and the district's **Center for Technology and Advanced Learning**, as well as community service providers to assist families such as dentists, Medicaid providers, WIC, government offices, and financial institutions who provide financial literacy.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application.*

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Birdville ISD ACE has established a partnership with the **Community Enrichment Center (CEC)**. The Community Enrichment Center serves residents in the communities of Haltom City, Richland Hills, North Richland Hills, and Watauga, as well as neighboring communities. The CEC has partnered with BISD for a number of years, but involvement was limited to services provided on site at the CEC rather than in the schools. Another barrier has been a lack of knowledge of the CEC's resources by district staff as well as BISD families. Over the past three years, the relationship between the two entities has strengthened and new ideas for serving the BISD community have surfaced. Through this formal partnership, the Community Enrichment Center will serve BISD ACE by providing the following resources through the duration of the grant and beyond:

- **Food:** With over half of BISD families qualifying for free or reduced lunch (and at an even higher rate in the BISD ACE community), food is a basic need for many of the students. The CEC hosts one of the largest food pantries in the county and serves as a distribution point for the Tarrant Area Food Bank. Additionally, the CEC has gathered a resource network of area churches to provide weekend food backpacks, food drives, and other food-related service opportunities that can benefit ACE families.
- **Tax preparation assistance:** Many families on BISD ACE campuses will qualify for tax preparation assistance through the CEC but may not be aware of that resource. With a strengthened, formalized partnership, communication between the two entities will be more plentiful and the wealth of services provided by the CEC can be shared more effectively through the BISD ACE program.
- **Adult literacy and GED preparation classes:** While the district does offer Adult Education and Literacy classes through a Texas Workforce Commission grant, adult learners are required to attend classes daily due to the requirements of that grant. This is difficult for working parents, so the need for a more flexible class has been demonstrated through our needs assessment process. The CEC offers classes at a different pace, allowing parents to have another choice for their own education needs.
- **Job readiness and employment search assistance:** The CEC has trained staff who can meet with ACE parents and assist them with their job search. This is not a service available through other district means.
- **Housing assistance:** Recently, an apartment fire devastated a neighborhood in the BISD community. Representatives from the CEC found out about the needs of the displaced families and began contacting district and affected campus administrators within hours of the tragedy, offering emergency housing assistance and other resources those families needed to secure a safe place to stay. A goal of this partnership is to build on this awareness of the CEC's programs by connecting their resources with ACE program families facing difficult housing situations that may not be as visible as a major fire.
- **Assistance for homeless students:** The CEC provides referrals and contact information for homeless students and families. They also raise funds to provide \$5 gas station cards to allow students and parents to get to work in emergency situations. With the proposed addition of a high school to the BISD ACE family, this partnership is more important than ever.
- **Promoting reading to students with afterschool volunteers/parents:** Birdville ISD is approaching its second year of a district-wide literacy campaign. With heightened awareness for the importance of reading levels, literacy skills, and the detrimental impact of falling behind, the CEC can share its wide network of volunteers to get involved with the ACE program through targeted reading support strategies such as guest readers and "reading buddies."
- **Refresh back to school supply and family resource connections:** The CEC has recently taken over as the main sponsor and organizer for the Refresh BISD back to school resource fair. The ultimate goal is to serve all students of BISD, and by forming relationships with new ACE schools, the news of the resource fair will continue to spread. Refresh connects community and church groups with the district, widening the net of resources available to the ACE campuses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Performance: Participants in Birdville ISD ACE will receive academic enrichment through hands-on learning activities. Students who academically at risk of failure will be placed in ACE specifically with the intention of providing these students with learning opportunities that do not fit the mold of the school day. Students will benefit from the program's innovative class selection that incorporates academic skills and content in engaging ways. The Harvard Family Research Project found that studies "repeatedly underscore the impact of supporting a range of positive learning outcomes, including academic achievement, by affording children and youth opportunities to learn and practice new skills through hands-on, experiential learning" (Little, Wimer, and Weiss, 2008).

Attendance: Anecdotal, site coordinators are frequently told by parents and students (especially those at the middle and high school levels) that they want to come to school so they can attend the ACE program. Students look forward to the classes that are not only derived from district-driven needs but also **student voice and choice** activities. This is especially true in the enrichment area, where students have the largest impact on the schedule of activities. Their opinions are solicited and valued, and the diverse class offerings reflect this. Teachers then take that passion and incorporate academic content, bringing real-world value to the core subject areas. This excitement for learning, combined with ongoing projects students do not want to miss, lead to a proven increase in the attendance rates of BISD ACE students.

Discipline: ACE students demonstrate improvements in discipline infractions due in part to the relationships created by the grant staff. Site Coordinators are extremely knowledgeable about the needs of students and their families as a result of the comfortable culture built in the after school programs. Parents are welcomed and encouraged to be involved, which is difficult for the traditional school day setting to produce. This familiarity with the students and their families results in the Site Coordinator serving as a resource for the school staff when a student starts to display undesirable behaviors during the day. Site Coordinators have calmed down students in the hallways, reminded students of their leadership responsibilities in the midst of chaotic lunchrooms, and attended ARD meetings to advocate for their students. The relationships built through ACE have a positive impact on discipline referrals. The positive impact the afterschool program has on discipline was supported through Durlak's meta-analysis of after-school programs, in which positive and significant effects were found for positive social behaviors, reduction in problem behaviors (Durlak, 2010).

Advancement: When ACE is used as an intervention strategy for struggling learners, students who were at risk of retention have been able to stay afloat and promote to the next grade level. Students receive extra support in all of the ways described above, leading to extended learning time and opportunities to help them stay on grade level.

Graduation rates and career competencies: Between the targeted interventions and relationships built in ACE, BISD participants have demonstrated success. BISD ACE staff members have a talent for finding a niche for the students who get lost in the crowd. This has been especially relevant at the middle and high school levels, where schools are large and not every student has a passion for fine arts or athletics. These students, many of whom are already struggling academically, are at the greatest risk of falling through the cracks of the education system and dropping out. By creating a home for them within the ACE program that builds excitement for them to come back to school each day, the afterschool program is a major contributor to keeping students in school. Additionally, career competencies can be built through focused clubs that take place outside of the school day, such as video production, engineering club, and financial literacy. With several local colleges and universities in the area, as well as the Birdville Center for Technology and Advanced Learning, students have a rich assortment of settings for extended learning opportunities that directly impact their futures.

Other impacts: One outstanding source of positive impact on BISD ACE students is the food provided to students. Dinner is served to ACE students after program each afternoon, as well as breakfast and lunch during summer programming. During the 2016-2107 school year, BISD ACE students received 72,879 meals at an overall value of \$247,060. Students at the most impoverished schools understandably consumed the highest rates of meals, with one of the smallest BISD elementary campuses consuming nearly 10,000 of those meals on their own. This source of nutrition benefits all of the aforementioned areas and provides sustenance to students who would otherwise go without. In addition to nutrition services, BISD ACE also continues to the mission of the Birdville ISD Portrait of a Graduate plan to build Empowered Learners, Responsible Citizens, Global Competitors, and Innovative Entrepreneurs.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Birdville ISD is a leader in the out-of-school-time field, with experience through cycles one, six, seven, and nine of the 21st Century Community Learning Centers grant. Through the most recent cycles, BIRD ACE has created numerous systems of program management, standardization, and implementation that have been used as models of best practice, both within the district and throughout the state. Birdville ISD ACE has been recognized as a three-time ACE PRIME award winner, and has had a project director and family engagement specialist each receive state-level awards. Birdville ISD 21st CCLC staff members have shared their systems and best practices through presentations at the state level (Texas ACE/OSTICON conferences and a state-wide webinar) as well as the national level (National Afterschool Association, Department of Education 21st CCLC Summer Learning Institute, and Foundations, Inc. conferences). Additionally, Birdville ISD ACE has served as a mentor to new grantees in cycles seven, eight, and nine.

Birdville ISD ACE has honed its practices to create standardized, equitable programming that ensures both consistency and the flexibility needed to meet the unique needs of individual campuses. All full time ACE staff members meet together weekly to share best practices and receive training from the BIRD ACE Project Director. Site coordinators then provide training to the part-time staff on their campuses, with additional district wide ACE trainings offered throughout the year. Birdville ISD strives to offer engaging, hands-on learning opportunities with special emphasis on innovative activities. BIRD ACE academic activities are aligned with the district's focus on literacy instruction, and BIRD ACE site coordinators and grant management have completed the same "BOLD (Building Opportunities for Literacy Daily) Choices" training that was provided to all district teachers and administrators. According to literacy expert Donalyn Miller, reading program components such as access to books, time to read, student choice, and school wide support for reading all serve to increase students' reading achievement and motivation to read (Miller, 2018). Birdville ACE believes in providing a variety of literacy activities as part of its extended learning program. Other extended learning opportunities that will complement and enhance the following areas include:

Academic performance activities have included the **Cardboard Boat Regatta**, where students learn engineering techniques that take them from model building to the creation and testing of their own cardboard boats in the community's annual Cardboard Boat Regatta; **MakerSpace**, where students have open-ended, guided learning opportunities and the availability of a wide variety of tinkering materials; and **Drone Coding**.

Achievement activities have included the implementation of a **program-wide literacy curriculum developed with district ELAR and RTI leaders**. In addition to this curriculum, themed days with a consistent focus across all elementary campuses include independent reading, vocabulary games, "reading buddies," and read alouds.

Positive youth development activities have included social-emotional learning opportunities such as "Sharing is Caring" themed activities for kindergarten students; **leadership classes** such as Boys 2 Men and Girls Leadership Society, where students learn to collaborate, rather than compete, with students of the same gender; and **service learning clubs** such as Animal Rescue Club, where students completed animal-themed service projects, participated in informative sessions with representatives from the Texas Department of Wildlife, and learned to care for pets.

Postsecondary and workforce preparation activities have included **experiential learning trips to local colleges and universities** such as the University of Texas at Arlington; a **partnership with the Birdville Center for Technology and Advanced Learning (BCTAL)**, where students first explore various career fields and then visit the high school career training center where they can meet with instructors and explore the unique learning opportunities afforded by the BCTAL's environment (commercial kitchen, virtual welders, and full salon); and groups such as **Junior Achievement and Entrepreneur Club** (which directly addresses Birdville ISD's Portrait of a Graduate).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Birdville ISD ACE will offer activities that fall into the four categories supported by the 21st Community Enrichment Learning Centers grant: **academic, enrichment, parent and family, and college and workforce readiness.** **Academic** activities support school day instruction of core subject matter. Examples of academic activities include STEAM Extreme, Reader's Theatre, and the utilization of a program-wide reading and vocabulary curriculum. This curriculum was developed in consultation with the district's elementary English/Language Arts/Reading Coordinator as well as the district's Federal and State Programs Director, who is responsible for the BISD's Response To Intervention (RTI) program. **Enrichment** activities provide experiential learning opportunities that support core academic subjects as well as health, fine arts, and social-emotional learning. Examples of enrichment activities include MakerSpace, NASA Club, and drone coding. **Parent and family** programming features family learning opportunities with significant emphasis placed on literacy. Examples of parent and family programs include family literacy nights, parenting classes, and financial literacy classes for adults. **College and workforce readiness** activities allow for exploration of and exposure to postsecondary education opportunities and career fields. Examples of college and workforce readiness activities include College and Career Club, Entrepreneur Club, and dedicated college and career days featuring mini fairs staffed by local professionals and alumni.

Birdville ISD ACE uses a structured eligibility checklist to recruit and enroll participants. (This list is featured in the Cycle 9 Blueprint.) Students on Response To Intervention (RTI) tiers II and III receive top priority in the program, as they have a demonstrated need for support. Among schools included in this application, there are significant percentages of students on Tiers II and III in both Reading and Math. Consider the following middle of the year (MOY) ISIP (elementary reading) and STAR (secondary reading and math for all levels) averages by subject, tier level, and campus level:

	Tier II Reading	Tier III Reading	Tier II Math	Tier III Math
Elementary	19.9%	16.5%	9.29%	6.0%
Middle	22.3%	21.7%	11.7%	9.3%
High	22.5%	26.0%	14.0%	9.8%

Students on these tiers are in danger of failing one or more classes and have been identified as being in need of targeted interventions. **In order for RTI to be successful, "the most critical element in the RTI framework is setting a clear vision and gaining the full commitment of the school leadership" (American Institutes for Research, 2017).** Students with demonstrated behavior needs also qualify for the program. Additionally, students with other needs may be referred by school staff or parents. Student participant selection is coordinated by the campus site coordinator in consultation with the campus counselor, diagnostician, administrative team, coordinators, interventionists, and through parent input, when applicable. Students in need of support services benefit from ACE's structured programming approach, where consistent academic and enrichment opportunities are offered daily. Birdville ISD ACE is a valuable resource for its campuses. ACE plays a vital role in the campus's efforts to reach students in ways the traditional classroom cannot, due to the time and staffing constraints they face. Out-of-school-time provides opportunities for instruction and learning to happen in ways that aren't necessarily taught during the school day, which is ideal for struggling learners. **An educational best practice is to vary learning experiences so that students of all learning styles will have sufficient opportunities to internalize content (MIT, 2018).** By implementing highly engaging techniques such as hands-on, project-based learning, we will be able to improve these struggling students' academic achievement, thus positively impacting the achievement of the campus as a whole.

Parent and family programs play an important role in the success of the students. Parents want to support their learners, but some parents doubt their abilities or qualifications. **By providing parenting instruction, guided family literacy activities, and other educational opportunities requested by parents, ACE encourages families to take a proactive role in their children's education.** Parents should be commended for striving to better themselves as parents and enhance their learning. The extended programming hours afforded by the afterschool program allow parents to complete their work day with the knowledge that their children are receiving quality learning opportunities in a safe environment. Parents are particularly pleased with opportunities for family activities that occur outside of the school day, especially in the evenings and on weekends.

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County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Birdville ISD ACE programs will disseminate information about the community learning center through the following methods:

- **The Birdville ISD ACE website:** A website dedicated to the program can be found on www.birdvilleschools.net. Information on this page includes a program overview as well as information about each ACE location, including direct links to the campus ACE pages within the framework of the larger campus pages.
- **PeachJar flyers:** The district has moved from paper to electronic handouts for all BISD campuses. Parents select the campuses from which they would like to receive information, and all flyers are sent through a daily update. This practice also applies to community resources who would like to share information with campuses.
- **Partnerships with cities within BISD:** Birdville ACE staff members work closely with city officials in their campus communities. City-wide resources such as notes in the water bill, advertisements on city electronic billboards, and information disseminated in the city newsletter or magazine are available to BISD ACE staff.
- **Phone calls and texts:** Each BISD ACE program is set up with a distribution list specific to program participants through the district's Remind service. Additionally, personalized phone calls are made by both the campus site coordinators and Family Engagement Specialist.
- **Social media accounts:** Facebook and Twitter are both used to share information about the program and upcoming events. BISD ACE schools are highlighted through a regular weekly rotation (two schools are featured each day, Monday through Friday).
- **Family events calendar:** The program's Family Engagement Specialist compiles a monthly calendar of events that includes information about upcoming family and adult programs on all BISD ACE campuses.
- **Monthly newsletter:** The program's Family Engagement Specialist creates a monthly newsletter sent to district and community leaders. This newsletter features each school and contains many photographs along with highlights and success stories that occurred during that month.
- **Collaboration with district and campus-level PTA programs:** BISD ACE campuses have the opportunity to partner with the PTA (and other school programs) to create combined family program events. By combining resources, two distinct groups of parents are combined to benefit from the shared resources of ACE and the PTA. Messages can be shared at these combined meetings as well as through each entity's social media outlets.
- **Communications department:** The Birdville ISD Communications team posts information about ACE events on the district's website. The main BISD social media accounts also share posts created through ACE social media accounts.
- **Integrate program announcements with school announcements:** BISD ACE coordinators frequently speak at faculty meetings, school assemblies, and other gatherings of students, staff, and parents. When possible, Site Coordinators maintain a presence at registration and school events such as "Meet the Teacher Night."

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The majority of Birdville ISD ACE students are transported by a family member. There is an anticipated need for bus transportation on three Cycle 10 campuses: Richland Middle, North Oaks Middle, and North Richland Middle. This is reflected in the proposed budget. (Several large apartment complexes feed into these schools. Many of the potential program participants will come from previous BISD ACE elementary campuses, where bus transportation was indicated as a high need, as it is again through the preliminary needs assessment.)

All BISD ACE participants are required to complete registration forms, with parents issuing consent for not only their child's participation but also their preferred method of transportation and the adults allowed to pick up the child. Using the standardized attendance form from the TX21st system, ACE instructors note the method of transportation used by the student at the close of the program day. (A master list of students and their acceptable transportation methods is included in the binder carried by each program instructor.)

Birdville ISD ACE best practice is to use a pre-printed, color-coded ACE identification sign, either held by the parent or displayed in the front window of the vehicle in the pick-up line. (This is a popular practice in BISD for school day dismissal and is familiar to most BISD ACE families.) If a card is forgotten, the adult must show ID to pick up the student, and this ID will be verified against the registration form by either the Site Coordinator or his/her designee. Parents and guardians are informed of BISD ACE transportation and dismissal procedures through the Parent Handbook.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Birdville ISD will use volunteers in its ACE program. In partnership with the BISD Communications, Community Engagement, and HR departments, as well as local community partners, faith-based organizations, and service organizations, BISD ACE will actively recruit and train volunteers to assist with program activities. Volunteer opportunities will be advertised through district and program websites, social media accounts, and direct contact through community outreach. Local communities will also assist with the recruitment of volunteers by inviting district staff to speak about the program at functions, advertise through city news outlets, and connect program staff with key community members connected to volunteer groups, including senior citizens. All volunteers are subject to a background check in accordance with state and district policies. Each volunteer will be interviewed by the Site Coordinator and campus and program staff members to ensure proper placement within the program. Volunteers, after being matched with appropriate classes or activities, will receive training specific to those areas, including training in program policies, procedures, classroom management, and safety. Additionally, BISD policy states that volunteers must be accompanied by a district staff member and not left alone with students. BISD ACE agrees that this is a best safety practice and abides by this policy. The Human Resources and Communications departments maintain frequent communication with ACE staff regarding volunteers, ensuring background checks are completed and that only approved volunteers are working in the program. Each spring, district volunteers are recognized for their efforts and BISD ACE volunteers are included in this celebration.

Prior to the interview with ACE staff, an application is completed by each volunteer, not only with the district but also the program. Similar to the program application completed by prospective paid staff members, the volunteer application requests information about the volunteer's strengths, interests, and professional experience. This information, combined with information gathered during the interview, is used to determine the best fit for that volunteer within the ACE program.

ACE volunteers are needed for a variety of areas within the program. These include but are not limited to:

- Snack/meal assistance
- Homework assistance
- Reading buddies
- Subject matter experts
- Career day speakers
- Community resource providers

An additional resource for volunteers is the district's Coordinator for Community Engagement. This staff member is tasked with recruiting volunteers from organized groups, including faith-based, local government, service organizations, and businesses. BISD ACE staff work closely with this coordinator to identify and recruit ACE volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

It is the belief of Birdville ISD ACE that partnerships are crucial to the sustainability of an out of school time program. Birdville ISD ACE has developed many mutually productive partnerships through previous grants, with willing partners who are ready to expand their services to a new cycle of schools. Partners are invited to join BIRD ACE's **Community Advisory Council** at the grantee level and individual **Campus Advisory Committees** at the site level. In addition to these community partners, the Community Advisory Council and Campus Advisory Committees are made up of district administrators, campus administrators, grant staff members, teachers, parents, and students. With a wide net of resources through the personal network of each member, program needs are communicated beginning with the introductory meetings at the beginning of the first grant year. BIRD ACE recognizes that many of the current partnerships resulted from the partners' previous involvement with Community Advisory Councils and Campus Advisory Committees, and will work for the duration of the grant cycle to strengthen these partnerships while also recruiting new collaborators.

Specific sustainability efforts fluctuate depending on campus needs, so it is important to reach out to the immediate community to conduct a needs assessment for a potentially sustained program. (The logic model created and updated throughout the life of the grant cycle is instrumental in analyzing and communicating needs.) Several successfully sustained programs in the past have been championed and taken over by faith-based organizations, who were willing to meet the communicated need of mentoring, homework assistance services, robotics, and character education. Another sustained program received support from its local recreation center, who worked with a donor to maintain and provide supplies for a popular soccer program. Another example of a successfully sustained program involved a campus principal with a vision for building and maintaining a campus community, which in that case involved the creation of teacher-sponsored clubs based on student interest. Some campuses have been able to alternatively use other funding streams, including title funding for focused academic activities.

Thanks to the tremendous opportunity to gather resources during the grant cycle, BIRD ACE will be positioned to sustain programming in terms of purchased supplies and curriculum. Grant-purchased items are left with the individual campuses at the conclusion of the grant cycle for the purpose of sustaining the program. Curriculum and levelled libraries purchased through the grant are one of the most important items to remain at the campus, as they were implemented after a considerable amount of training. In addition to curriculum training, valuable training opportunities provided through the state level of the grant such as regional workshops and OSTI-CON add value throughout the life cycle of the grant and carry over into the period of transition after the grant ends. District-provided trainings such as Continuous Improvement help to refine the program over the grant period so it is in peak condition when the need for sustainability arises, increasing the likelihood that it is a program that the campus sees the value in continuing after the benefits afforded by grant funds. (Evaluation efforts, both local and external, also refine and guide decision making within the program, ensuring a program that excels by the end of the grant period.) The resources provided through the 21st CCLC grant make all the difference for the sustaining of an afterschool program.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Birdville ISD ACE works closely with other district programs and representatives to ensure alignment with teaching and learning. BISD grant-funded programs work together to provide services for each program's stakeholders. The district currently receives funding through the Texas Workforce Commission for the Adult Education and Literacy grant. Services provided through grant funding include GED/HSE preparation, English as a Second Language, Civics, and Integrated Education and Training (assisting high-ESL students with obtaining job-related certifications), and transitions classes for students ready to move to the community college setting. There is potential for collaboration and expansion of services to meet the needs of the parents of ACE participants. This discretionary grant is funded at approximately \$330,000 per year. Birdville ISD is also the recipient of Cycle 9 of the 21st Century Community Learning Centers grant. (approximately \$1.8 million dollars per year over a three year cycle). When new discretionary grant Requests for Application are analyzed and deemed appropriate for the district, Birdville ISD competes for these new grant funding opportunities as they arise. **Birdville ISD ACE is specifically named in its centers' Campus Improvement Plans** and supports several district-wide goals listed in the District Improvement Plan.

Locally, BISD's ACE program falls under the supervision of the discretionary grants program, which is housed within Federal and State programs. The Federal and State Programs department oversees such programs as Title I, II, III, and IV. Collaboration between the entitlement and discretionary grants staff members comes easily thanks to this structure. In previous cycles of 21st CCLC, there have been opportunities to split fund purchases through the combined budgets of Title 1 and 21st CCLC, most notably for purchases such as technology and leveled libraries. With the combined purchasing power, more resources can be purchased and utilized by both the school day and after school programs. ACE staff also work closely with the Title III program, serving many ESL students throughout the program and working to purchase items jointly such as bilingual reading programs (Learning A-Z and iStation) and curriculum. Previous grants have also collaborated with State Compensatory Education for the purchase of Mentoring Minds. Additionally, the ACE program has a standing agreement with the Homeless Liaison to grant **priority placement for any homeless student**, even outside of traditional enrollment windows. A common question asked by ACE staff is "What's best for students?" When decisions are filtered through that lens, acts such as serving a homeless student so he or she can be provided a safe extended learning opportunity, caring teachers, and a warm meal are the right thing to do.

With so many varied sources of funding and special programs, BISD is fully aware that grant funds are intended to supplement and not supplant existing programs and services. The 21st CCLC grant, while viewed as an extended learning opportunity, is not a replacement for school day instruction or even more of the same. BISD ACE has committed to providing engaging, hands-on learning opportunities for struggling and at-risk students. ACE programs serve as the opportunity to reinforce content in a way not taught in the classroom, so students can approach materials in an additional way that may be just the method they needed for it to sink in. The BISD ACE program is structured so that the teaching is reinforced, not repeated or replaced.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Haltom Middle School 5000 Hires Lane Haltom City, TX 76117		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902041				
	Cost per student	\$726				
	"Regular" student target (to be served 45 days or more annually):		85	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A	N/A	N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	North Richland Middle School 4801 Redondo Drive North Richland Hills, TX 76180		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902042				
	Cost per student	\$785				
	"Regular" student target (to be served 45 days or more annually):		85	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A	N/A	N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Richland Middle School 7400 Hovenkamp Richland Hills, TX 76118		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902043				
	Cost per student	\$785				
	"Regular" student target (to be served 45 days or more annually):		85	Parent/legal guardian target (in proportion with student target):		50
			Feeder school #1	Feeder school #2	Feeder school #3	
	Campus name		N/A	N/A	N/A	
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	North Oaks Middle School 4800 Jordan Park Drive Haltom City, TX 76117		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902044				
	Cost per student	\$785				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Watauga Middle School 6300 Maurie Drive Watauga, TX 76148		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902045				
	Cost per student	\$726				
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target):		50	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	David E. Smith Elementary 3701 North Haltom Road Haltom City, TX 76117		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	220902102				
	Cost per student	\$617				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		50	
	Feeder school #1		Feeder school #2		Feeder school #3	
	Campus name	N/A	N/A		N/A	
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902		Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):
	Alliene Mullendore Elementary 4100 Flory Street North Richland Hills, TX 76180		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220902105	Grade levels to be served (check all that apply):
	Cost per student	\$617	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):		50
	Parent/legal guardian target (in proportion with student target):		50
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		N/A	N/A
9-digit campus ID number			
Estimated transportation time			
Center 8	Name and physical address of center site:		The campus is (check all that apply):
	OH Stowe Elementary 4201 Rita Lane Haltom City, TX 76117		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220902110	Grade levels to be served (check all that apply):
	Cost per student	\$617	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):		50
	Parent/legal guardian target (in proportion with student target):		50
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		N/A	N/A
9-digit campus ID number			
Estimated transportation time			
Center 9	Name and physical address of center site:		The campus is (check all that apply):
	Holiday Heights Elementary 5221 Susan Lee Lane North Richland Hills, TX 76180		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220902112	Grade levels to be served (check all that apply):
	Cost per student	\$617	<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6
	"Regular" student target (to be served 45 days or more annually):		50
	Parent/legal guardian target (in proportion with student target):		50
	Feeder school #1		Feeder school #2
	Feeder school #3		Feeder school #3
Campus name		N/A	N/A
9-digit campus ID number			
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902		Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):
	Haltom High School 5501 North Haltom Road Haltom City, TX 76137		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:	220902001	Grade levels to be served (check all that apply): <input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 12
	Cost per student	\$726	
	"Regular" student target (to be served 45 days or more annually):	85	Parent/legal guardian target (in proportion with student target): 50
		Feeder school #1	Feeder school #2
	Campus name:	N/A	N/A
	9-digit campus ID number		
Estimated transportation time			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Management: Birdville ISD has a proven record of responsible program management. Through its recent experiences with Cycles 6, 7, and 9, BISD has received state-level recognition for the management of its afterschool programs. Staff development, procedures, and mentoring of staff are especially important to BISD ACE, and program staff members have been called on to teach these subjects at local, state, and national after school conferences. An important component of BISD's ACE program is that the current Project Director transitioned from a front-line staff member serving as a math tutor in year one of Cycle 6 to eventual Project Director of Cycles 7 and 9. Birdville ACE receives support from leadership, including the members of the Board of Trustees and the Superintendent's Cabinet. These district leaders have pledged their continued support for the program and will continue to collaborate on items such as school day alignment, budgeting, purchasing, hiring, and professional development. Within the program, the Project Director conducts trainings for all ACE staff members throughout the year in addition to weekly staff meetings with the Site Coordinators and the Family Engagement Specialist. At the site level, Site Coordinators hold regular meetings and trainings with their own staff members, with a BISD ACE best practice of brief daily meetings with all staff members prior to the beginning of the afterschool program.

Center Operations: The BISD ACE program will operate **Monday through Thursday for a minimum of 15 hours per week during the fall and spring terms.** Both before and afterschool opportunities will be offered, as well as some weekend events. During the summer, the program will operate for four hours per day and four days per week (16 hours) for six weeks. In both school year and summer terms, extended learning opportunities that address academic, enrichment, and college and workforce readiness will be offered to students. Parents will also have an opportunity for year-round learning with monthly parent events that occur at times most convenient for their schedules (daytime or evenings). Special emphasis will be placed on literacy to align with the district and provide support for parents as they support their young learners. Additionally, family activities such as Lights On Afterschool (a program-wide night of learning), the annual ACE Showcase, and Super Saturday Sports will also occur.

Budget Plan: Birdville ISD ACE's proposed budget balances fiscal conservation with high student needs. All levels of cost come in under the limits while still maintaining a reasonable level of service and competitive pay for the Dallas/Fort Worth area. Budgets were created by district and program staff in consultation with BISD's grant accountant. The ACE PRIME Blueprint was used to calculate costs. BISD will serve a minimum of 910 students and 500 adults in Cycle 10.

- **Grantee Level Costs:** Grantee level costs are at a proposed level of \$195,520, safely under the \$200,000 limit. These include the salaries and benefits for the Project Director (\$65,586), Family Engagement Specialist (\$37,436), an Administrative Assistant (\$19,256), and Grant Manager (\$20,000). Travel expenses for the Family Engagement Specialist and Project Director are \$4,000 and include professional development as well as expenses for state-level committees (for the Project Director). Allowable indirect costs of \$30,450 are also included.
- **Center Level Costs:** Center level costs were determined based on salary history. Birdville ISD will hire ten full time ACE Site Coordinators (at an average salary of \$54,613) to oversee planning, management, and implementation of the BISD ACE program at their respective centers. Fringe benefits are calculated at 11% for full-time employees. Travel for Site Coordinators to attend the TEA approved state out of school time conference (OSTI-CON) is calculated at up to \$500 per center or \$5,000 total. Family engagement-related supply costs total \$500. Utility costs are calculated at \$4,000 per center. An external evaluator will provide program evaluation and will report findings to project staff and TEA at a rate of \$2,000 per center or \$20,000 total. BISD ACE's proposed center-level costs are \$67,170, well under the \$100,000 limit.
- **Total Student Variable Grant Costs:** Each center will be provided with 6-7 part-time instructors for the Fall and Spring terms and 4 part-time instructors for the Summer term. Part-time staff who hold a Bachelor's degree are paid at a rate of \$22 per hour. Part-time support staff who do not hold a Bachelor's degree are paid at a rate of \$12 per hour. Fringe benefits for part time employees are calculated at 11%. The supply costs of \$85,721 are based on projected grant expenditures that are necessary to implement BISD ACE's program plan. Transportation costs of \$25,000 were based on district mileage rates for bus transportation for projected routes and educational field trips. Center-level per-student variable costs were an average of \$701, well under the \$1,000 limit.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 220902

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

The Birdville ISD ACE program includes both internal and external evaluation.

Local evaluation: BISD staff members are trained in continuous improvement. The district and the program employ the **Plan Do Study Act (PDSA) method**, and data is a critical piece of this process. **Quantitative data** is gathered through report card grades, STAAR scores, the Texas Academic Performance Report (TAPR), Response to Intervention (RTI), the TX21st system, and the district's Skyward reporting system. **Qualitative data** is gathered through focus groups, surveys, and regular program monitoring. All of the aforementioned data is included in the PDSA cycle. By gathering information from a variety of sources, the program staff can closely monitor progress that is made and use this data to plan for future improvements.

BISD ACE Site Coordinators conduct informal program monitoring daily, with an expectation of five formal, documented observations per program week. The Project Director conducts daily walkthroughs of program sites, rotating through them to ensure consistent levels of visitation. BISD ACE Site Coordinators are expected to enter attendance data into the TX21st system on a daily basis, allowing for real-time reporting and data analysis. The Project Director monitors data entry in the TX21st system to ensure that programs are up-to-date on their data input. The Project Director also gathers program- and site-level data to share with program stakeholders for the purpose of transparency and program improvement. Gathered program data is used to create the campus and grantee logic models, which are an important piece of the PDSA process for Birdville ISD ACE.

BISD ACE also gathers feedback from the **Campus Advisory Committee**, a site-based group comprised of local stakeholders that includes community members, district and campus staff, parents, students, and volunteers. The Campus Advisory Committee is used to help the campus Site Coordinator make decisions regarding class offerings, budgeting/purchasing, and family programming. Members of these campus-level committees are invited to participate in the larger **Community Advisory Committee**, where similar topics are discussed at a program-wide level.

External evaluation: Birdville ISD ACE contracts with an external evaluator to conduct impartial program data collection and analysis. In accordance with EDGAR guidelines, BISD conducts an RFP process through which external evaluator candidates may apply. Bids are scored based on experience such as school systems management, administrator experience, evaluation experience, and familiarity with grants, particularly the 21st Century Community Learning Centers grant.

While certain report elements are required by the grant guidelines, BISD ACE views the use of an external evaluator as another tool to use in the continuous improvement process. The external evaluator will gather quantitative data through Likert-scale surveys of program stakeholders including instructors, campus administrators, parents, and students. Qualitative information is also gathered through walkthrough observations and focus groups conducted by the external evaluator.

The Birdville ISD ACE Cycle 9 Project Director and External Evaluator are members of the **Local Evaluation Advisory Group** in partnership with **TEA and the American Institutes for Research**. Through this process, assessment tools were selected and tested in local programs. The tool calibrated in BISD ACE, the **Youth Program Quality Assessment (YPQA)**, has been selected by Gibson Consulting for use in the statewide evaluation, through which BISD ACE was selected for representative site visits.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 220902		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 220902

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

- If your answer to this question is yes you must answer question #2 below.
- If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

- If your answer to this question is yes, you must read and check the box next to each of the assurances below.
- If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: